DOCUMENT RESUME

ED 087 726 SP 007 705

TITLE	Elementary Education, 312:392, Student Teaching.
INSTITUTION	Toledo Univ., Ohio. Coll. of Education.
NOTE	80p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Demonstrations (Educational); Educational Development; Educational Innovation; *Elementary Education; Elementary School Teachers; *Performance Based Teacher Education; *Practicums; *Student Teaching; *Teaching Experience
IDENTIFIERS	*Learning Modules; Ohio Model

ABSTRACT

The field experience component of the competency-based elementary teacher preparation sequence that was developed at the University of Toledo as part of the Ohio Model consists of two learning modules: a) planning, implementation, and evaluation; and b) gaining acceptance and respect as a member of the multiunit school. The first module is completed in four phases, each of which requires the student to develop, carry out, and evaluate one unit plan. The second module requires the student to demonstrate that he can a) gain acceptance as a functioning team member, b) establish a trust relationship with children, c) assume responsibilities without formal direction, and d) establish a cooperative working relationship with noninstructional staff members. Extensive competency checklists are included for both modules. (See related documents: SP 007 693, 007 701, 007 702, 007 703, and 007 704.) (HMD)

ED 087726

Elementary Education

312:392

Student Teaching

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SP 007 705

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INTRODUCTION

To the Student Teacher:

You are about to undertake what should prove to be the most valuable and exciting experience thus far in your preservice training; that of student teaching. Your training to this point should provide you with the necessary skills and experiences to serve your efforts in the planning, implementation, and evaluation of the teaching-learning process. That is, having already demonstrated your knowledge, and having demonstrated certain teaching performances you are ready to assess your teaching ability in terms of what your pupils can do as a result of your efforts.

In addition to the contents of these modules, you have valuable resource people to whom you may look for help and support. These are 1) your cooperating teacher, 2) the members of the teaching team, or unit, to which you have been assigned, and 3) your university facilitator. Take advantage of these individuals for they want you to succeed in your student teaching experience.

To the Cooperating Teacher and College Facilitator:

These modules should provide many helpful tools for assisting your student teacher in planning, implementing and evaluating within the teaching-learning process; as well as assisting you in the evaluation of the student teacher's performance. It is recommended that you read the contents carefully, and discuss it in a joint conference with the student teacher as early as possible in the quarter. It should serve many useful purposes in the planning of team meetings, and of student teacher seminars. Particular attention should be given to the criterion checklists.

Beyond these modules, other important considerations in evaluating the student teacher's performance should be kept in mind, though they are of a more general nature.

It is well to remember that student teachers are PRESERVICE teachers. Their training is extensive, but within limited time constraints. They have not yet attained valuable experience through day-to-day teaching. They should be made comfortable with their attempts to gain this experience. More important than perfection is that they are able to analyze their teaching, learn from their experiences, and work toward improvements.

In the multi-unit school structure, decisions are mutually determined. Student teachers are to be functioning members of the team, and therefore, involved in the decision making process. With regard to the units of instruction called for in these modules,the planning of these units may be done solely by student teachers or may be a combined team effort. This decision is left appropriately to the discretion of the team. In most cases, the student teacher will probably develop the initial design, which will then be critiqued by the team and revised as necessary. In any case, the decisions of the team will take precedence over these modules or any portions thereof.

Course: 312-392-01

I. Department/Context: Elementary Education/Instructional Organization

II. Subject: Field Experience

III. Title: Student Teaching: Planning, Implementation and Evaluation

IV. Prerequisite: Professional Teaching Sequence 320, 324, 328 and 340

V. Rationale:

The student teaching experience is designed to help you snythesize previous learnings, which have cumulated throughout your teacher education program. During your past experiences you have developed skills and knowledge by working with students for short time periods, or in simulated situations. Now, you are at the point where your experience and level of involvement require you to "put it all together" over a longer period of time with the same students, in such a way that measurable learning for your pupils will result.

One of the major skills you have learned in earlier training is that of preparing an individualized unit of instruction. Since the development of such units is essential to effective teaching and learning, you will be responsible for the initial planning of a unit during each of the four phases in your student teaching experience. The time for these phases will approximate two weeks for each of the first two phases (4 weeks total time), and three weeks for each of the last two phases (6 weeks total time).

You will be required to plan, implement, and evaluate teaching strageties, values clarification strategies, behavior management strategies, and the development and/or selection of media or materials.

As you progress from one phase to the next, the requirements will increase. It is to be noted here that you will not be asked to plan, implement and evaluate anything which you have not previously done or had modeled for you in your prior training; but only that you may now bring all of these components of the teaching-learning process into a meaningful, relevant experience for your pupils.

To help you in this process the college facilitator and the cooperating teacher will provide you with evaluation of your progress. During each of the four units you will receive feedback at three points: 1) completion of the planning stage, 2) completion of the implementation stage, and 3) completion of the evaluation stage of each unit. Suitable checklists for each activity you perform are provided, not only to evaluate your performances, but to help you plan.

You are cautioned to remember that you are a member of a teaching team in the multi-unit structure and, as such, are subject to the decisions of the total team. Your cooperating teacher and other team members, as well as your college facilitator, are available to help you -- check with them frequently as you plan.

VI. General Objectives:

1. To complete the instructional planning process including; the stating of measurable objectives, concept statements, development of preassessment and postassessment instruments, designing of appropriate teaching strategies and materials, and provision for independent, self-selected quest activities. You will also be asked to include plans for obtaining or developing measurable affective indicators of student attitudes.

2. To complete the implementation process by carrying out the activities identified in the planning process. That is, to teach your planned activities through selected and/or self-constructed instruments, strategies, and materials.

3. To complete the evaluation stage by evaluating the learning outcomes of your students, and the effects of your instruments, strategies, and materials for possible revision where appropriate.

VII. Specific Objectives:

Because of the replication process that you will be experiencing in each of the four phases, we have combined the speicific objectives with the learning activities, by phase. Also, rather than include the extensive criteria for each objective, we have referred you to the criteria checklists which will be provided for each of the four instructional units which you will plan, implement, and evaluate during the four phases.

Phase One (approximate time 2 weeks)

1. Design an instructional unit which includes: measurable objectives, pre and post assessment instruments or procedures, teaching strategies and materials, independent self-selected quest activities, and measurable indicators of student affect, according to the criteria in Criterion Checklist #1.

2. Teach a convergent ("yes" - "no") inquiry lesson according to the criteria in Criterion Checklist #1A.

3. Design and implement either the Proud Whip, or the Voting List values clarification strategies according to the criteria in Criterion Checklists #1B and #1C respectively.

4. Secure and/or develop two of the following three materials; overhead transparency, a linear program and bulletin board display, using the Media Checklist.

5. Prepare and implement a norm setting session (class meeting) according to criteria in Criterion Checklist #1D.

6. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1.) Did your students achieve the objectives? 2.) What recycle activities will you implement for those who have not? 3.) What revisions are necessary if this unit is used again?

Phase Two (approximate time 2 weeks)

7. Design a teaching module which includes all components listed in Specific Objective number 1, according to criteria in Checklist #2 (duplication of Checklist #1).

8. Teach any 2 of the following 3 lessons according to the criteria and degree stated in their respective checklists: Concept Lesson (2A); Non-Oral Concept Lesson (2B); Questioning Strategies (2C).

9. Design and implement either the Rank Orders or the Values Continuum values clarification strategies according to the criteria and degree stated on Checklists 2D and 2E, respectively.

10. Design and implement a Positive Reinforcement system according to the criteira and degree on checklist 2F.

11. Select and/or design an audio-taped, self instructional lesson plus one of the following: Bulletin Board, Linear Program, Overhead Transparency using the Media Checklist.

12. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1) Did your students achieve the objectives? 2) What recycle activities will you implement for those who have not? 3) What revisions are needed if this unit is used again?

Phase Three (approximate time 3 weeks)

13. Design a teaching module which includes all components listed in General Objective #1 according to the criteria and degree stated on Checklist #3 (duplication of Checklists #1 and #2).

14. Design and teach a Divergent (expanded) Inquiry lesson according to criteria and degree on checklist 3A; and design or select and teach a Simulation according to the criteria and degree on Checklist 3B.

15. Design and implement the Values Sheet values clarification strategy according to the criteria and degree stated on Checklist 3C.

16. Select or design and implement a self-instructional Branching Program plus any two of the following: Bulletin Board, Linear Program, Overhead Transparency, Audio-tape, using the Media Checklist.

17. Design and implement a system for reinforcing appropriate behavior, and ignoring inappropriate behavior and avoiding criticism according to criteria and degree stated in Checklist 3D.

18. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1.) To what degree did your students achieve the objectives? 2.) What recycle activities will you implement for those who have not? 3.) What revisions are needed if this module is used again?

Phase Four (approximate time 3 weeks)

19. Design a teaching module which includes all components listed in General Objective #1 according to the criteria and degree stated on Checklist #4 (duplicates Checklists #1, #2 and #3).

20. Design and implement any four of the following lessons according to their respective checklists:

Convergent ("yes" - "no") Inquiry (1A)

Concept Lesson (2A)

Non-Oral Concept Lesson (2B)

Questioning Strategies (2C)

Divergent (expanded) Inquiry (3A)

Simulation (3B)

21. Design and implement any three of the following values clarification strategies according to their respective checklists:

Proud Whip (1B)

Voting List (1C)

Rank Order (2D)

Continuums (2E)

Values Sheet (3C)

22. Select or design and implement a slide-tape presentation; plus any two of the following according to the Media Checklist:

    Bulletin Board

    Linear Program

    Overhead Transparencies

    Audio Tape

    Branching Program

23. Design and implement a token system according to the criteria and degree stated in Checklist 4A. Note: This token system need not apply to more than one student.

24. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1.) To what degree did your students achieve the objectives? 2.) What recycle activities will you implement for those who have not? 3.) What revisions are needed if this unit is used again?

TO FACILITATE YOUR UNDERSTANDING OF THE STUDENT TEACHING MODULE, A COMPLETE LIST OF ALL REQUIRED (OR OPTIONAL) COMPONENTS APPEARS BELOW:

A. Design of Teaching Modules (required of all Phases, 1-4)

1. Rationale with goal statements
2. Behavioral Objectives
3. Concept Statements
4. Preassessment
5. Teaching Strategies
6. Values Strategies
7. Materials Selection or Development (including self-instructional materials)
8. Behavior Management Strategies
9. Post-Evaluation
10. Quest Opportunities
11. Measurable Affective Indicators

B. Teaching Strategies

12. Convergent Inquiry (1A)
13. Concept Lesson (2A)
14. Non-Oral Concept Lesson (2B)
15. Questioning Strategies (2C)
16. Divergent Inquiry (3A)
17. Simulation (3B)

C. Values Clarification Strategies

18. Proud Whip (1B)
19. Voting List (1C)
20. Rank Order (2D)
21. Continuum (2E)
22. Values Sheet (3C)

D. Materials Selection and/or Development (See Media Checklist)

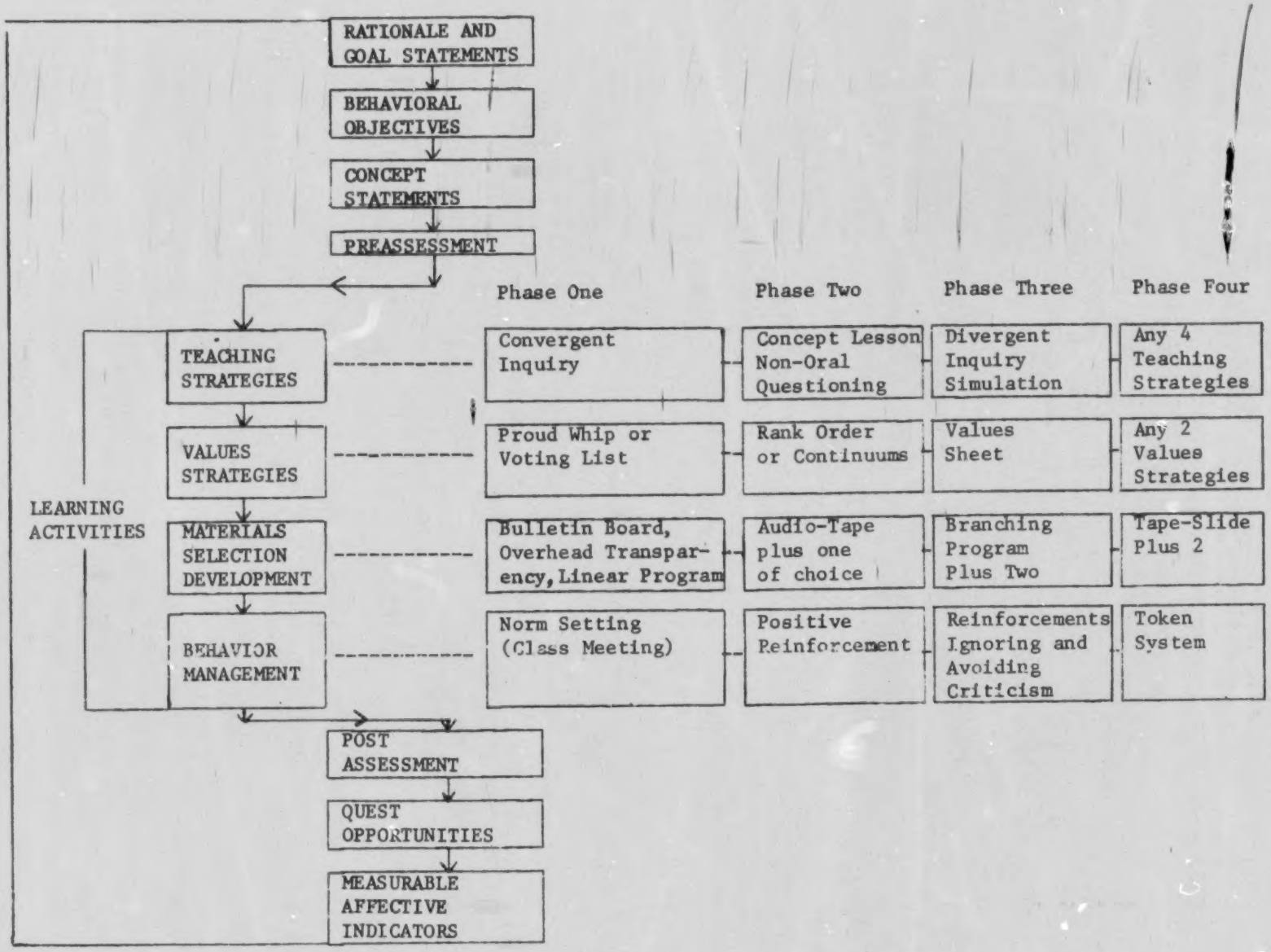
23. Bulletin Board
24. Overhead Transparency
25. Linear Program
26. Audio-tape
27. Branching Program
28. Slide-tape

E. Management Strategies

29. Norm setting - Class Meeting (1D)
30. Positive Reinforcement (2F)
31. Positive Reinforcement and Ignoring and Avoiding Criticism (3D)
32. Token System (4A)

See Schematic Diagram on the following page.

SCHEMATIC DIAGRAM OF TOTAL ELEMENTARY STUDENT TEACHING PROGRAM
INCLUDING DESIGN COMPONENTS FOR INDIVIDUALIZED UNITS
AND THE FOUR PHASES OF LEARNING ACTIVITIES



PHASE ONE

Directions: Complete each objective in Phase One. Use the criterion checklists included in this packet.

PHASE ONE

Phase One (approximate time 2 weeks)

1. Design an instructional unit which includes; measurable objectives, pre and post assessment instruments or procedures, teaching strategies and materials, independent self-selected quest activities, and measurable indicators of student affect, according to the criteria in Criterion Checklist #1.

2. Teach a convergent ("yes" - "no") inquiry lesson according to the criteria in Criterion Checklist #1A.

3. Design and implement either the Proud Whip, or the Voting List values clarification strategy according to the criteria in Criterion Checklists #1B and #1C respectively.

4. Secure and/or develop two of the following three materials; overhead transparency, a linear program, and bulletin board display, using the Media Checklist.

5. Prepare and implement a norm setting session (class meeting) according to criteria in Criterion Checklist #1D.

6. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1.) Did your students achieve the objectives? 2.) What recycle activities will you implement for those who have not? 3.) What revisions are necessary if this unit is used again?

CRITERION CHECKLIST #1

INSTRUCTIONAL UNIT

	Excellent	Acceptable	Improvement Needed
I. RATIONALE AND GOAL STATEMENTS	///////	///////	///////
A. Rationale expressed with clarity.			
B. Terminology appropriate to level of students.			
C. Goal statements relevant, appropriate			
II. BEHAVIORAL OBJECTIVES	///////	///////	///////
A. Behaviors or pupil performances are specified.			
B. Conditions under which the performance will occur are specified.			
C. Criteria or minimum level of achievement specified.			
D. At least half of the objectives written call for behaviors above the knowledge level of the cognitive taxonomy.			
III. CONCEPT STATEMENTS (ideas to be learned)	///////	///////	///////
A. Concept statements reflect the knowledge components required to complete the performance stated in the behavioral objectives.			
B. The concept statements are sequenced in successive approximations demonstrating a task analysis.			
IV. PREASSESSMENT	///////	///////	///////
A. The preassessment identifies those pupils who can perform the behaviors without any instruction.			
B. The preassessment identifies those pupils who lack prerequisite skills to be able to begin this instructional sequence.			
C. The preassessment identifies appropriate entry levels within the instructional sequence to enable each student to begin instruction at his most appropriate level.			
V. LEARNING ACTIVITIES	///////	///////	///////
A. Teaching strategies meet criteria of their respective checklists.			
B. Values Clarification strategies meet criteria of their respective checklists.			
C. Materials used meet criteria of the Media Checklist.			
D. Behavior management strategies meet criteria of their respective checklists			

CRITERION CHECKLIST #1

INSTRUCTIONAL UNIT
(continued)

	Excellent	Acceptable	Improvement Needed
VI. EVALUATION	////////	////////	////////
A. Evaluation instruments or procedures relate directly to performance statements of the behavioral objectives.			
B. At least 50% of the pupils achieved the stated objectives.			
VII. QUEST	////////	////////	////////
A. At least 5 sample quest projects were suggested.			
B. Individual differences in learning style were provided for through a variety of suggested approaches.			
C. Instructions on how to begin a quest, resources available, deadlines, are clearly stated.			
D. The option for pupils to initiate their own quests is available.			
VIII. MEASURABLE AFFECTIVE INDICATORS	////////	////////	////////
A. At least 2 affective behaviors (measurable) identified.			
B. Behaviors called for are voluntary for pupils.			
C. Measurements are unobtrusive (pupils unaware they are being evaluated).			
D. Goal statement on the number of students to demonstrate the behaviors was appropriate.			

NOTE TO EVALUATOR: It will be wise to acquaint yourself with this form prior to its use in observation of the student teacher, since data to be recorded will occur at varying times throughout the lesson and will need to be recorded in different places on the checklist.

CRITERION CHECKLIST #1A

Convergent Inquiry Teaching

Behavioral Objective:

You will, in a teaching situation teach a lesson in which you demonstrate convergent inquiry. The lesson will include the following:

a. Planning
b. Preparing of the students
c. Teaching the lesson
d. A follow-up analysis of the lesson demonstrating your use of student observation, student questions, and teacher questions to expand the teaching-learning situation.

	Excellent	Acceptable	Improvement Needed
PLANNING			
1. The objectives of the lesson are written in behavioral terms, stating the intended outcomes and important conditions of student performance.			
2. The teacher preassessed student knowledge of and involvement in the concept.			
3. The teacher utilized the preassessment.			
4. The procedures of the inquiry method were clearly explained to students.			
a. That questions must be phrased so they can be answered "yes" or "no."			
b. That questions must be asked one at a time.			
c. That students or the teacher may call for a summary at any time.			
d. That questions may be phrased so as to quickly eliminate large amounts of unrelated material for consideration.			
e. That one student may continue asking questions until he has completed a thought-chain.			
TEACHING THE LESSON			
5. Questions were answered primarily by "yes" or "no."			
____ number of answers given other than "yes" or "no."			
____ number of clues given.			
6. Students received positive reinforcement during the questioning session.			

CRITERION CHECKLIST #1A
(continued)

	Excellent	Acceptable	Improvement Needed
7. Inquiry was encouraged by teacher attitude, i.e., positive, nonevaluative, and non-negative responses from the teacher.			
8. The lesson was managed so that questions were asked one at a time.			
9. The teacher utilized summaries to further the inquiry process where appropriate.			
10. Questions were reworded only when necessary, i.e., to clarify student question in teacher's mind.			
FOLLOW-UP ANALYSIS			
11. The teacher helped the students categorize the kinds of questions they asked (goal establishment, structure, function, purpose, hypothesis).			
12. The teacher called attention to the significance of "no" answers.			
13. The teacher noted the use of general questions.			
14. The teacher utilized the student who already knew.			
15. The teacher helped the students to identify how they could improve their questioning procedure (by proceeding from the more general to the specific).			
16. The teacher involved most of the students in the inquiry lesson.			

CHECKLIST #1B

PROUD WHIP

Values Clarification Strategy

INTRODUCTION: As with all values clarification strategies, the Proud Whip is to enable pupils to personally explore their values in a non-evaluative atmosphere without having to defend them unless they so choose. The strategy employs a motivating question followed by a "whip" response whereby pupils call out their answers rapidly until all, or nearly all, have responded. The response time occurs after adequate "think" time, and allows for no comments until the whip is completed. Time is then permitted for those who wish to comment, but none are required to do so. Children should be made aware that values differ, and that "right" and "wrong" or "good" or "bad" do not apply.

	Excellent	Acceptable	Improvement Needed
1. The motivating question was appropriate to pupils' interests, age level. (e.g. "Name the person you would most like to be like," would be more appropriate to primary pupils than "Name one goal that you are seeking in life.")			
2. Terms in the motivating question are defined by pupils.			
3. Procedures clearly defined.			
4. Ample time provided for pupils to explore personal values before response called for.			
5. Nonevaluative atmosphere maintained throughout (i.e., all responses accepted)			
6. "Whip" strategy well executed (i.e., Following necessary time for pupils to think, responses were elicited rapidly).			
POST-ANALYSIS SESSION 7. Opportunity provided for those who wish to speak, unimpeded.			
8. Pupils were not encouraged to defend or to speak, only permitted to do so.			
9. Attention was given to responses being only "different," rather than "right" or "wrong".			

CHECKLIST #1C

VOTING LIST

Values Clarification Strategy

INTRODUCTION: As with all values clarification strategies, the voting list is to enable pupils to personally explore their values in a non-evaluative atmosphere without having to defend them unless they so choose. The strategy employs a brief list of questions dealing with value-rich areas upon which pupils vote, usually by a hand signal, affirmatively or negatively. The vote is a forced choice, with no neutral alternative. Each vote is taken by pupils simultaneously on a given signal, after adequate "think" time. Comments are disallowed until voting on all questions is completed. Time is then permitted for those who wish to comment, but none are required to do so. Children should be made aware that because values differ, they are neither "right" nor "wrong."

	Excellent	Acceptable	Improvement Needed
1. Voting questions are appropriate to pupils interests, age level.			
2. Number of questions limited (not more than five).			
3. Procedures, purposes clearly defined.			
4. Terms in voting questions defined by pupils.			
5. Ample time provided for pupils to explore personal values before response called for.			
6. Nonevaluative atmosphere maintained throughout.			
POST-ANALYSIS SESSION 7. Opportunity provided for those who wish to speak, unimpeded.			
8. Pupils not encouraged, only permitted, to defend or speak.			
9. Attention given to responses being only "different" rather than "right" or "wrong."			

NORM SETTING #1D

(Class Meeting)

INTRODUCTION: Norm setting is a classroom management technique which encourages full class participation in establishing rules of order and/or conduct for an ensuing activity. The practice of mutual discussion and listening is emphasized as well as individual responsibility and cooperation in the group decision-making process.

	Excellent	Acceptable	Improvement Needed
1. Teacher prepared management goals in advance of meeting.			
2. Teacher and class were in large circle (or other configuration condusive to total participation).			
3. Teacher arranged for a speak-one-at-a-time or speak-when-recognized system.			
4. Teacher used positive reinforcement to encourage participation.			
5. Teacher emphasized that students benefit from mutual discussion/listening which facilitates quicker decision-making.			
6. Teacher showed more concern about running the meeting than about disciplining individuals.			
7. Group set norms in advance of situation.			
8. Group members were aware of the meanings of norms (understanding).			
9. Group members agreed to value of norms (commitment).			
10. Arrangements were made for follow-up communication (list duplicated for members or list was posted).			

Media Checklist for ___Overhead Transparency or ___Bulietin Board
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing, or written message not readable by most distant student.			
2. One or more students' view of the message is obstructed.			
3. Extraneous light not controlled to prevent fading of the message (transparency only).			
4. So much detail used in the visual that a student could be confused.			
5. Another available medium be more appropriate.			
6. Inadequate operation of the equipment interferes with the reception of the message.			
7. The content of the medium is not appropriate for the objective.			
8. The content of the medium is not appropriate for the entering behavior of the pupil.			

Media Checklist for ___Linear or ___Branching Program
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing or written message not readable by the pupil.			
2. Too much visual detail causes pupil to be confused.			
3. Extraneous light not controlled to prevent fading of the visual message (if machine used).			
4. Directions to the students regarding the individual use of the program are not adequate.			
5. Feedback to the pupil from the program is not adequate.			
6. Another available medium would be more appropriate.			
7. Inadequate operation of the equipment interferes with the instructional messages (if machine used).			
8. The content of the program is not appropriate for the objective.			
9. The content of the program is not appropriate to the entering behavior of the pupils.			

PHASE TWO

Directions: Complete each objective in Phase Two. Use the criterion checklists included in this packet.

PHASE TWO

Phase Two (approximate time 2 weeks)

1. Design a teaching module which includes all components listed in Specific Objective number 1, according to criteria in Checklist #2 (duplication of Checklist #1).

2. Teach any 2 of the following 3 lessons according to the criteria and degree stated in their respective checklists: Concept Lesson (2A); Non-Oral Concept Lesson (2B); Questioning Strategies (2C).

3. Design and implement either the Rank Orders or the values Continuum values clarification strategy according to the criteria and degree stated on Checklists 2D and 2E, respectively.

4. Design and implement a Positive Reinforcement system according to the criteria and degree on Checklist 2F.

5. Select and/or design an audio-taped, self-instructional lesson plus one of the following: Bulletin Board; Linear Program; Overhead Transparency using the Media Checklist.

6. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1) Did you students achieve the objectives? 2) What recycle activities will you implement for those who have not? 3) What revisions are needed if this unit is used again.

CRITERION CHECKLIST #2

INSTRUCTIONAL UNIT

	Excellent	Acceptable	Improvement Needed
I. RATIONALE AND GOAL STATEMENTS	///////	///////	///////
A. Rationale expressed with clarity.			
B. Terminology appropriate to level of students.			
C. Goal statements relevant, appropriate.			
II. BEHAVIORAL OBJECTIVES	///////	///////	///////
A. Behaviors of pupil performances are specified.			
B. Conditions under which the performance will occur are specified.			
C. Criteria or minimum level of achievement specified.			
D. At least half of the objectives written call for behaviors above the knowledge level of the cognitive taxonomy.			
III. CONCEPT STATEMENTS (Ideas to be learned)	///////	///////	///////
A. Concept statements reflect the knowledge components required to complete the performance stated in the behavioral objectives.			
B. The concept statements are sequenced in successive approximations demonstrating a task analysis.			
IV. PREASSESSMENT	///////	///////	///////
A. The preassessment identifies those pupils who can perform the behaviors without any instruction.			
B. The preassessment identifies those pupils who lack prerequisite skills to be able to begin this instructional sequence.			
C. The preassessment identifies appropriate entry levels within the instructional sequence to enable each student to begin instruction at his most appropriate level			
V. LEARNING ACTIVITIES	///////	///////	///////
A. Teaching strategies meet criteria of their respective checklists.			
B. Values clarification strategies meet criteria of their respective checklists.			
C. Materials used meet critiera of the Media Checklist.			
D. Behavior management strategies meet criteria of their respective checklists.			

CRITERION CHECKLIST #2

INSTRUCTIONAL UNIT
(continued)

	Excellent	Acceptable	Improvement Needed
VI. EVALUATION	////////	////////	////////
A. Evaluation instruments or procedures relate directly to performance statements of the behavioral objectives.			
B. At least 50% of pupils achieved the stated objectives.			
VII. QUEST	////////	////////	////////
A. At least 5 sample quest projects were suggested.			
B. Individual differences in learning style were provided for through a variety of suggested approaches.			
C. Instructions on how to begin a quest, resources available, deadlines, are clearly stated.			
D. The option for pupils to initiate their own quests is available.			
VIII. MEASURABLE AFFECTIVE INDICATORS	////////	////////	////////
A. At least 2 affective behaviors (measurable) identified.			
B. Behaviors called for are voluntary for pupils.			
C. Measurements are unobtrusive (pupils unaware they are being evaluated).			
D. Goal statement on the number of students to demonstrate the behaviors was appropriate.			

CHECKLIST #2A

CONCEPT LESSON

	Excellent	Acceptable	Improvement Needed
I. OBJECTIVES Pupil performance stated? ___Yes ___No Conditions stated? ___Yes ___No Criteria stated? ___Yes ___No			
II. PREASSESSMENT Did teacher preassess? ___Yes ___No Students who had already attained the concept were identified through preassessment. ___Yes ___No If yes, students who could meet objective were: ___utilized as teaching aides. ___dismissed from instruction to other activities.			
III. PERCEPTION The teacher enabled learners to identify the concept referent either by actual contact or by a vicarious experience. ___Yes ___No Referent was perceived by at least two senses: ___sight ___taste ___smell ___sound ___touch			
IV. CONCEPTUALIZATION The teacher provided at least two conceptualization activities to cause student to recall, to interpret and to organize his experience with the concept referent. ___Yes ___No			

CHECKLIST #2A

CONCEPT LESSON
(continued)

	Excellent	Acceptable	Improvement Needed
These activities were: 1. 2. 3. The teacher used positive reinforcement to make learners aware of having discovered the concept referent. ___Yes ___No Examples of verbal/non-verbal reinforcers used: (at least 3) 1. 2. 3.			
V. APPLICATION The teacher provided at least one learning activity for learners to apply the concept in a new situation. ___Yes ___No Application activities were: 1. 2. 3.			
VI. EVALUATION The teacher utilized formal/informal post-assessment procedures. ___Yes ___No ___had direct relationship to behavioral objective. ___provided for immediate feedback on student performance (same day). ___50% at least, of the students achieved stated performance of the objective.			

CRITERIA LIST #2B

NON-ORAL CONCEPT LESSON

	Excellent	Acceptable	Improvement Needed
I. OBJECTIVE Pupil performance stated? ___Yes ___No Conditions stated? ___Yes ___No Criteria stated? ___Yes ___No			
II. PREASSESSMENT Did teacher preassess? ___Yes ___No Students who had already attained the concept were identified through preassessment. ___Yes ___No If yes, students who could meet objective were: ___utilized as teaching aides. ___dismissed from instruction to other activities. ___other:			
III. PERCEPTION Teacher enabled learners to perceive concept referent either by actual contact or by vicarious experience. ___Yes ___No Referent was perceived by at least 2 senses: ___taste ___sight ___sound ___smell ___touch What materials were used to communicate the concept referent? 1. 2. 3. The teacher used at least two methods of non-verbal reinforcement to make learners aware of having discovered the concept referent. ___Yes ___No 1. 2. 3.			
IV. CONCEPTUALIZATION Teacher provided at least two conceptualization activities to cause students to recall, to interpret, and to organize their experience with the referent. ___Yes ___No			

CRITERIA LIST #2B

NON-ORAL CONCEPT LESSON
(continued)

	Excellent	Acceptable	Improvement Needed
What materials were used to communicate these experiences with the concept referent? 1. 2. 3. Teacher used at least 3 different positive reinforcers to make learners aware of having accomplished the concept activities. ___Yes ___No Examples of non-verbal reinforcers used: 1. 2. 3.			
V. APPLICATION Teacher provided at least one learning activity for learners to apply the concept in a new situation. ___Yes ___No Application activities used: 1. 2. 3. Materials used in the application activities: 1. 2. 3.			
VI. EVALUATION Teacher utilized formal/informal, non-oral post-assessment procedure. ___Yes ___No ___post-assessment had direct relationship to behavioral objective. ___provided for immediate feedback on students' performance. ___at least 50% of the students achieved the performance stated in the objective.			

CRITERIA LIST #2B

NON-ORAL CONCEPT LESSON
(continued)

	Excellent	Acceptable	Improvement Needed
VII. PRESENTATION			
Teacher did not communicate orally. ___Yes ___No Teacher used at least two non-oral methods to communicate with students. ___Yes ___No Materials used: 1. 2. 3. Teacher used methods/materials which actively involved the students. ___Yes ___No ___students performed tasks. ___students were encouraged to converse with one another. ___other: Teacher chose learning activities which: ___were well-planned. ___closely followed the learning sequence. ___exhibited variety.			

QUESTIONING #2C

NOTE TO EVALUATOR: It is suggested that one become familiar with defintions of the question levels before using the Observation Tally.

DEFINITIONS:

RECALL: knowledge level, cognitive memory, bringing to mind specific information.

CONVERGENT: lowest level of understanding, ability to grasp thought; reasoning is predictable as it depends upon reordering a communication.

DIVERGENT: creative, not empirical; abstractions are used in a sense to generalize thought to new concrete situations.

VALUE: A) evaluation-judgement about quality, assessment on basis of criteria.
B) affectivity opinion, attitude, feelings, beliefs, no demonstration of knowledge or skill.

PROBING: calling upon the same individual to extend clarify or justify initial response; develop pupil ideas.

REDIRECTING: calling upon other individuals to respond to the same question or to peer responses.

ABORTIVE: no response due to lack of understanding of the question or the material it seeks to explore.

MISC.: routine procedural questions, on management or classroom organization, interruptions, unanticipated occurrences.

YES-NO QUESTIONS: answered with a simple yes or no.

AMBIGUOUS: lacks adequate critieria from which meaningful response may be generated.

LEADING QUESTIONS: "spoon feed" answers, too many guidelines.

MULTIPLE QUESTIONS: repetitious questions or asking more than one question while attempting to ask one.

CHORUS QUESTIONS: directed to entire class response.

QUESTIONING OBSERVATION TALLY

Trainee: Subject: Date:

Evaluator: Lesson: Time:

OBJECTIVE:
(objective will meet criteria in Checklist #1)

	(if desired) SUB-TOTALS	TOTALS
1. Recall		(1)_____
2. Convergent	_____	
3. Divergent	_____	
4. Value evaluation affectivity	_____	(2-4)_____
5. Probing	_____	
6. Redirecting	_____	(5-6)_____
		(2-6)_____
7. Abortive	_____	
8. Misc.	_____	(7-8)_____
9. Yes-No Questions	_____	
10. Ambiguous Questions	_____	
11. Leading Questions	_____	
12. Multiple Questions	_____	
13. Chorus Questions	_____	(9-13)_____
14. Student Questions		(14)_____

NUMBERS (7-8)_____ Asks few:
Abortive-Misc. questions (7-8) ___Yes ___No

(5-6)_____ Asks many:
Questions which probe and develop student ideas (5-6)
___Yes ___No

(2-4)_____ Questions which are open-ended (convergent, divergent, value clarifying) (2-4) ___Yes ___No

RATIO _____ (2-4) to (1) at least 2:1

_____ (1-6 and 14) to (7-13) at least 5:1

RANK ORDER #2D

Values Clarification Strategies

INTRODUCTION: The purpose of rank order is to provide opportunity for pupils to select an order of preference among sets of three choices, enabling them to test their values and to note differences in the choices of others.

	Excellent	Acceptable	Improvement Needed
1. Choices appropriate to pupils' interests, age level.			
2. Number of rank orders limited (not more than 5.)			
3. Purposes, procedures clearly stated.			
4. Terms used are defined by pupils.			
5. Both positive (e.g. rich, happy, smart) and negative (e.g. can't see, can't hear, can't speak) rank orders are used.			
6. Ample time permitted for pupils to think before responding.			
7. Non-evaluative atmosphere maintained throughout.			
POST-ANALYSIS SESSION 8. Opportunity provided for those who wish to speak, unimpeded.			
9. Pupils not encouraged, only permitted, to defend or speak.			
10. Attention given to responses being only different rather than "right" or "wrong."			

CONTINUUMS #2E

Values Clarification Strategies

INTRODUCTION: The values continuum places conflicting points of view at either end of a numbered scale (e.g.: HOT ---/---/---/---/--- COLD) and pupils rate their feelings by selecting a number or a point on the scale. They then are enabled to test their values and to note differences in the values of others through discussion.

1 2 3 4 5

	Excellent	Acceptable	Improvement Needed
1. Continuum topics were appropriate to pupils' interest and age level.			
2. Terms used were defined by pupils.			
3. Purposes and procedures were clearly stated.			
4. Continuum topic controversial, with choices clearly at opposite ends.			
5. Non-evaluative atmosphere maintained throughout.			
6. Pupils given ample time to select and mark their response.			
7. Pupils given Pass option on response and/or explanation.			
POST-ANALYSIS 8. Opportunity provided for those who wish to speak, unimpeded.			
9. Pupils were not encouraged to defend or to speak, only permitted to do so.			
10. Attention was given to responses being only different rather than "right" or "wrong."			

CRITERION CHECKLIST #2F

Positive Reinforcement

NOTE TO EVALUATOR: Praise is differentiated from Positive Feedback in that praise statements such as "good idea" and "well done" go beyond the feedback statements as "that's correct" or "O.K." Praise statements will lose their effectiveness, however, if they are not varied. For this reason, actual praise statements are recorded as stated while feedback may merely be tallied. Written praise (on pupils' papers) or smile faces may be tallied also.

Tactile implies touching in a positive way (e.g. pat on the back). Eye Level reinforcers occur when the teacher puts himself at or below the child's eye level through kneeling, stooping, sitting on the floor. These, along with the other non-verbal reinforcers may merely be tallied.

CRITERIA: At least 20 reinforcers should be recorded during a 10 minute observation period.

VERBAL		NON-VERBAL			
PRAISE-Record actual statements made.	POSITIVE FEEDBACK	WRITTEN REINFORCE-MENT	EYE LEVEL	TACTILE	OTHER NON-VERBAL (includes, smiling, nodding, winking.)

Media Checklist for ___Overhead Transparency or ___Bulletin Board
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing, or written message not readable by most distant student.			
2. One or more students' view of the message is obstructed.			
3. Extraneous light not controlled to prevent fading of the message (transparency only).			
4. So much detail used in the visual that a student could be confused.			
5. Another available medium be more appropriate.			
6. Inadequate operation of the equipment interferes with the reception of the message.			
7. The content of the medium is not appropriate for the objective.			
8. The content of the medium is not appropriate for the entering behavior of the pupil.			

Media Checklist for ___Linear or ___Branching Program
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing or written message not readable by the pupil.			
2. Too much visual detail causes pupil to be confused.			
3. Extraneous light not controlled to prevent fading of the visual message (if machine used).			
4. Directions to the students regarding the individual use of the program are not adequate.			
5. Feedback to the pupil from the program is not adequate.			
6. Another available medium would be more appropriate.			
7. Inadequate operation of the equipment interferes with the instructional messages (if machine used)			
8. The content of the program is not appropriate for the objective.			
9. The content of the program is not appropriate to the entering behavior of the pupils.			

Media Checklist for Audiotape

	Excellent	Acceptable	Improvement Needed
1. Aural message not distinct.			
2. Recorded background noise interferes with message.			
3. Classroom background noise interferes with message.			
4. Inadequate operation of audio equipment interferes.			
5. Other available media would be more appropriate.			
6. The content of the medium is not appropriate for the objectives.			
7. The content of the medium is not appropriate for the entering behaviors of the pupils.			

Media Checklist for Slide-Tape

	Excellent	Acceptable	Improvement Needed
1. Aural message not distinct.			
2. Recorded background noise interferes with message.			
3. Classroom background noise interferes with message.			
4. Inadequate operation of audio equipment interferes.			
5. Extraneous light not controlled to prevent fading of the message.			
6. So much detail used in visuals that a student could be confused.			
7. Another available medium be more appropriate.			
8. Inadequate operation of the equipment interferes with the reception of the message.			
9. The content of the medium is not appropriate for the objective.			
10. The content of the medium is not appropriate for the entering behavior of the pupil.			

PHASE THREE

Directions: Complete each objective in Phase Three. Use the criterion checklists included in this packet.

Phase Three (approximate time 3 weeks)

1. Design a teaching module which includes all components listed in General Objective #1 according to the criteria and degree stated on Checklist #3 (duplication of Checklists #1 and #2).

2. Design and teach a Divergent (expanded) Inquiry lesson according to criteria and degree on Checklist 3A; and design or select and teach a Simulation according to the criteria and degree on Checklist 3B.

3. Design and implement the Values Sheet values clarification strategy according to the criteria and degree stated on Checklist 3C.

4. Select or design and implement a self-instructional Branching Program, plus any two of the following: Bulletin Board, Linear Program, Overhead Transparency, Audio-tape, using the Media Checklist.

5. Design and implement a system for reinforcing appropriate behavior, and ignoring inappropriate behavior and avoiding criticism according to criteria and degree stated in Checklist 3D.

6. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1) To what degree did your students achieve the objectives? 2) What recycle activities will you implement for those who have not? 3) What revisions are needed if this module is used again?

CRITERION CHECKLIST #3

INSTRUCTIONAL UNIT

	Excellent	Acceptable	Improvement Needed
I. RATIONALE AND GOAL STATEMENTS	///////	///////	///////
A. Rationale expressed with clarity.			
B. Terminology appropriate to level of students.			
C. Goal statements relevant, appropriate.			
II. BEHAVIORAL OBJECTIVES	///////	///////	///////
A. Behaviors of pupil performances are specified.			
B. Conditions under which the performance will occur are specified.			
C. Criteria or minimum level of achievement specified.			
D. At least half of the objectives written call for behaviors above the knowledge level of the cognitive taxonomy.			
III. CONCEPT STATEMENTS (Ideas to be learned)	///////	///////	///////
A. Concept statements reflect the knowledge components required to complete the performance stated in the behavioral objectives.			
B. The concept statements are sequenced in successive approximations demonstrating a task analysis.			
IV. PREASSESSMENT	///////	///////	///////
A. The preassessment identifies those pupils who can perform the behaviors without any instruction.			
B. The preassessment identifies those pupils who lack prerequisite skills to be able to begin this instructional sequence.			
C. The preassessment identifies appropriate entry levels within the instructional sequence to enable each student to begin instruction at his most appropriate level.			
V. LEARNING ACTIVITIES	///////	///////	///////
A. Teaching strategies meet criteria of their respective checklists.			
B. Values clarification strategies meet criteria of their respective checklists.			
C. Materials used meet critiera of the Media Checklist.			
D. Behavior management strategies meet criteria of their respective checklists.			

CRITERION CHECKLIST #3

INSTRUCTIONAL UNIT
(continued)

	Excellent	Acceptable	Improvement Needed
VI. EVALUATION	///////	///////	///////
A. Evaluation instruments or procedures relate directly to performance statements of the behavioral objectives.			
B. At least 50% of pupils achieved the stated objectives.			
VII. QUEST	///////	///////	///////
A. At least 5 sample quest projects were suggested.			
B. Individual differences in learning style were provided for through a variety of suggested approaches.			
C. Instructions on how to begin a quest, resources available, deadlines, are clearly stated.			
D. The option for pupils to initiate their own quests is available.			
VIII. MEASURABLE AFFECTIVE INDICATORS	///////	///////	///////
A. At least 2 affective behaviors (measurable) identified.			
B. Behaviors called for are voluntary for pupils.			
C. Measurements are unobtrusive (pupils unaware they are being evaluated).			
D. Goal statement on the number of students to demonstrate the behaviors was appropriate.			

CHECKLIST #3A

DIVERGENT (EXPANDED) INQUIRY

	Excellent	Acceptable	Improvement Needed
PLANNING			
1. The lesson and the process of inquiry were planned (as much as could be predicted) and written in advance.			
IMPLEMENTATION			
2. The springboard (or discrepant event) was introduced in a creative, motivating way.			
3. The teacher's questions were open-ended. Teacher did not seek closure.			
4. The teacher paused (approximately 4 seconds) after each question to allow pupils time to think.			
5. The teacher maintained a non-evaluative atmosphere (neither praising nor criticizing) encouraging pupils to inquire.			
6. The teacher encouraged investigation of values.			
EVALUATION			
7. A follow-up analysis was conducted during which the teacher helped students to understand how they learned through inquiry.			
8. The majority of the time was spent in student talk rather than teacher talk.			
9. At least two thirds of the students participated either during inquiry or the follow-up analysis.			

CRITERION CHECKLIST #3B

SIMULATION

	Excellent	Acceptable	Improvement Needed
PLANNING			
1. Objectives to be achieved by the simulation are identified.			
2. The simulation presents a conflict of interests providing some degree of competition among individuals and/or teams.			
3. The simulation design is simple enough to be understood, yet accomodates the objectives.			
IMPLEMENTATION			
4. Pupils were made aware of specific goals to be achieved.			
5. Rules and limits were defined, or arrived at through norm setting or a class meeting (teacher-pupil planning).			
6. Appropriate materials, realia were utilized to make the simulation more like reality.			
7. Pupils were given alternatives and had some degree of control over the events.			
8. Pupils, as individuals or by groups, were encouraged to make decisions.			
9. Pupils received immediate feedback, i.e. the consequences of their decisions were quickly understood by them.			
EVALUATION			
10. At least 75% of the pupils assumed active roles in contrast with passive traditional learning.			
11. The amount of time taken was reasonable to complete the simulation activities.			
12. At least 50% of the pupils achieved stated objectives.			

CRITERION CHECKLIST #3C

VALUES SHEET

The Values Sheet (or values discussion when used with primary children) consists of an attention-getter or "top" (e.g. cartoon, poem, quotation, etc.) followed by a series of questions designed to channel the pupils' thinking toward the issue, moving from a more general, detached position to a specific, personal reaction.

	Excellent	Acceptable	Improvement Needed
1. The top is provocative, encourages interest and thought.			
2. Questions are easily understood, and few in number (usually 4 to 6).			
3. Questions are not limiting, i.e. suggest a particular "correct" answer.			
4. Questions are designed to examine alternatives and consequences.			
5. The latter questions are personal; that is, "you" and "your" questions which could cause thinking which would produce behavior changes.			
POST ANALYSIS SESSION 6. Pupils are invited, but not required to speak about their thoughts.			
7. A non-evaluative atmosphere is maintained.			
8. Differences in values are pointed out with no moral judgment as to correctness.			

CHECKLIST #3D

POSITIVE REINFORCEMENT, AND IGNORING AND AVOIDING CRITICISM

CRITERIA: During a 15 minute observation period:

1. at least 5 different praise statements made.
2. at least 30 positive reinforcers used.
3. a ratio of 3:1 positive reinforcements over criticism recorded.

EVALUATOR: The observation should occur at a time when the use of positive reinforcement is appropriate. Avoid non-evaluative or open-ended types of lessons where pupils are intended to think without teacher influence.

RECORD

PRAISE Record statements made	POSITIVE FEEDBACK	EYE LEVEL	TACTILE	OTHER NON-VERBAL smile, nod, wink	CRITICISM - Record statements made or behaviors observed (e.g., "hard" stare, snap fingers, etc.)

Media Checklist for ___Overhead Transparency or ___Bulletin Board
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing, or written message not readable by most distant student.			
2. One or more students' view of the message is obstructed.			
3. Extraneous light not controlled to prevent fading of the message (transparency only).			
4. So much detail used in the visual that a student could be confused.			
5. Another available medium be more appropriate.			
6. Inadequate operation of the equipment interferes with the reception of the message.			
7. The content of the medium is not appropriate for the objective.			
8. The content of the medium is not appropriate for the entering behavior of the pupil.			

Media Checklist for ___Linear or ___Branching Program
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing or written message not readable by the pupil.			
2. Too much visual detail causes pupil to be confused.			
3. Extraneous light not controlled to prevent fading of the visual message (if machine used).			
4. Directions to the students regarding the individual use of the program are not adequate.			
5. Feedback to the pupil from the program is not adequate.			
6. Another available medium would be more appropriate.			
7. Inadequate operation of the equipment interferes with the instructional messages (if machine used).			
8. The content of the program is not appropriate for the objective.			
9. The content of the program is not appropriate to the entering behavior of the pupils.			

Media Checklist for Audiotape

	Excellent	Acceptable	Improvement Needed
1. Aural message not distinct.			
2. Recorded background noise interferes with message.			
3. Classroom background noise interferes with message.			
4. Inadequate operation of audio equipment interferes.			
5. Other available media would be more appropriate.			
6. The content of the medium is not appropriate for the objectives.			
7. The content of the medium is not appropriate for the entering behaviors of the pupils.			

Media Checklist for Slide-Tape

	Excellent	Acceptable	Improvement Needed
1. Aural message not distinct.			
2. Recorded background noise interferes with message.			
3. Classroom background noise interferes with message.			
4. Inadequate operation of audio equipment interferes.			
5. Extraneous light not controlled to prevent fading of the message.			
6. So much detail used in visuals that a student could be confused.			
7. Another available medium be more appropriate.			
8. Inadequate operation of the equipment interferes with the reception of the message.			
9. The content of the medium is not appropriate for the objective.			
10. The content of the medium is not appropriate for the entering behavior of the pupil.			

PHASE FOUR

Directions: Complete each objective in Phase Four. Use the criterion checklists included in this packet.

Phase Four (approximate time 3 weeks)

1. Design a teaching module which includes all components listed in General Objective #1 according to the criteria and degree stated on Checklist #4 (duplicate of Checklists #1, #2 and #3).

2. Design and implement any four of the following lessons according to their respective checklists:

Convergent ("yes" - "no") Inquiry (1A)

Concept Lesson (2A)

Non-Oral Concept Lesson (2B)

Questioning Strategies (2C)

Divergent (expanded) Inquiry (3A)

Simulation (3B)

3. Design and implement any three of the following values clarification strategies according to their respective checklists:

Proud Whip (1B)

Voting List (1C)

Rank Order (2D)

Continuums (2E)

Values Sheet (3C)

4. Design and select and implement a slide-tape presentation; plus any two of the following according to the Media Checklist:

Bulletin Board

Linear Program

Overhead Transparencies

Audio Tape

Branching Program

5. Design and implement a token system according to the criteria and degree stated in Checklist 4A. Note: This token system need not apply to more than one student.

6. Evaluate outcomes of your objectives (including affective indicators) in a brief written statement answering the following: 1) To what degree did your students achieve the objectives? 2) What recycle activities will you implement for those who have not? 3) What revisions are needed if this unit is used again.

CRITERION CHECKLIST #4

INSTRUCTIONAL UNIT

	Excellent	Acceptable	Improvement Needed
I. RATIONALE AND GOAL STATEMENTS	///////	///////	///////
A. Rationale expressed with clarity.			
B. Terminology appropriate to level of students.			
C. Goal statements relevant, appropriate.			
II. BEHAVIORAL OBJECTIVES	///////	///////	///////
A. Behaviors of pupil performances are specified.			
B. Conditions under which the performance will occur are specified.			
C. Criteria or minimum level of achievement specified.			
D. At least half of the objectives written call for behaviors above the knowledge level of the cognitive taxonomy.			
III. CONCEPT STATEMENTS (Ideas to be learned)	///////	///////	///////
A. Concept statements reflect the knowledge components required to complete the performance stated in the behavioral objectives.			
B. The concept statements are sequenced in successive approximations demonstrating a task analysis.			
IV. PREASSESSMENT	///////	///////	///////
A. The preassessment identifies those pupils who can perform the behaviors without any instruction.			
B. The preassessment identifies those pupils who lack prerequisite skills to be able to begin this instructional sequence.			
C. The preassessment identifies appropriate entry levels within the instructional sequence to enable each student to begin instruction at his most appropriate level			
V. LEARNING ACTIVITIES	///////	///////	///////
A. Teaching strategies meet criteria of their respective checklists.			
B. Values clarification strategies meet criteria of their respective checklists.			
C. Materials used meet critiera of the Media Checklist.			
D. Behavior management strategies meet criteria of their respective checklists.			

CRITERION CHECKLIST #4

INSTRUCTIONAL UNIT
(continued)

	Excellent	Acceptable	Improvement Needed
VI. EVALUATION	///////	///////	///////
A. Evaluation instruments or procedures relate directly to performance statements of the behavioral objectives.			
B. At least 50% of pupils achieved the stated objectives.			
VII. QUEST	///////	///////	///////
A. At least 5 sample quest projects were suggested.			
B. Individual differences in learning style were provided for through a variety of suggested approaches.			
C. Instructions on how to begin a quest, resources available, deadlines, are clearly stated.			
D. The option for pupils to initiate their own quests is available.			
VIII. MEASURABLE AFFECTIVE INDICATORS	///////	///////	///////
A. At least 2 affective behaviors (measurable) identified.			
B. Behaviors called for are voluntary for pupils.			
C. Measurements are unobtrusive (pupils unaware they are being evaluated).			
D. Goal statement on the number of students to demonstrate the behaviors was appropriate.			

NOTE TO EVALUATOR: It will be wise to acquaint yourself with this form prior to its use in observation of the student teacher, since data to be recorded will occur at varying times throughout the lesson and will need to be recorded in different places on the checklist.

CRITERION CHECKLIST #1A

Convergent Inquiry Teaching

Behavioral Objective:

You will, in a teaching situation teach a lesson in which you demonstrate convergent inquiry. The lesson will include the following:

a. Planning
b. Preparing of the students
c. Teaching the lesson
d. A follow-up analysis of the lesson demonstrating your use of student observation, student questions, and teacher questions to expand the teaching-learning situation.

	Excellent	Acceptable	Improvement Needed
PLANNING			
1. The objectives of the lesson are written in behavioral terms, stating the intended outcomes and important conditions of student performance.			
2. The teacher preassessed student knowledge of and involvement in the concept.			
3. The teacher utilized the preassessment.			
4. The procedures of the inquiry method were clearly explained to students.			
a. That questions must be phrased so they can be answered "yes" or "no."			
b. That questions must be asked one at a time.			
c. That students or the teacher may call for a summary at any time.			
d. That questions may be phrased so as to quickly eliminate large amounts of unrelated material for consideration.			
e. That one student may continue asking questions until he has completed a thought-chain.			
TEACHING THE LESSON			
5. Questions were answered primarily by "yes" or "no."			
____ number of answers given other than "yes" or "no."			
____ number of clues given.			
6. Students received positive reinforcement during the questioning session.			

CRITERION CHECKLIST #1A
(continued)

	Excellent	Acceptable	Improvement Needed
7. Inquiry was encouraged by teacher attitude, i.e., positive, nonevaluative, and non-negative responses from the teacher.			
8. The lesson was managed so that questions were asked one at a time.			
9. The teacher utilized summaries to further the inquiry process where appropriate.			
10. Questions were reworded only when necessary, i.e., to clarify student question in teacher's mind.			
FOLLOW-UP ANALYSIS			
11. The teacher helped the students categorize the kinds of questions they asked (goal establishment, structure, function, purpose, hypothesis).			
12. The teacher called attention to the significance of "no" answers.			
13. The teacher noted the use of general questions.			
14. The teacher utilized the student who already knew.			
15. The teacher helped the students to identify how they could improve their questioning procedure (by proceeding from the more general to the specific).			
16. The teacher involved most of the students in the inquiry lesson.			

CHECKLIST #2A

CONCEPT LESSON

	Excellent	Acceptable	Improvement Needed
I. OBJECTIVES Pupil performance stated? ___Yes ___No Conditions stated? ___Yes ___No Criteria stated? ___Yes ___No			
II. PREASSESSMENT Did teacher preassess? ___Yes ___No Students who had already attained the concept were identified through preassessment. ___Yes ___No If yes, students who could meet objective were: ___utilized as teaching aides. ___dismissed from instruction to other activities.			
III. PERCEPTION The teacher enabled learners to identify the concept referent either by actual contact or by a vicarious experience. ___Yes ___No Referent was perceived by at least two senses: ___sight ___taste ___smell ___sound ___touch			
IV. CONCEPTUALIZATION The teacher provided at least two conceptualization activities to cause student to recall, to interpret and to organize his experience with the concept referent. ___Yes ___No			

CHECKLIST #2A

CONCEPT LESSON
(continued)

	Excellent	Acceptable	Improvement Needed
These activities were: 1. 2. 3. The teacher used positive reinforcement to make learners aware of having discovered the concept referent. ___Yes ___No Examples of verbal/non-verbal reinforcers used: (at least 3) 1. 2. 3.			
V. APPLICATION The teacher provided at least one learning activity for learners to apply the concept in a new situation. ___Yes ___No Application activities were: 1. 2. 3.			
VI. EVALUATION The teacher utilized formal/informal post-assessment procedures. ___Yes ___No ___had direct relationship to behavioral objective. ___provided for immediate feedback on student performance (same day). ___50% at least, of the students achieved stated performance of the objective.			

CRITERIA LIST #2B

NON-ORAL CONCEPT LESSON

	Excellent	Acceptable	Improvement Needed
I. OBJECTIVE Pupil performance stated? ___Yes ___No Conditions stated? ___Yes ___No Criteria stated? ___Yes ___No			
II. PREASSESSMENT Did teacher preassess? ___Yes ___No Students who had already attained the concept were identified through preassessment. ___Yes ___No If yes, students who could meet objective were: ___utilized as teaching aides. ___dismissed from instruction to other activities. ___other:			
III. PERCEPTION Teacher enables learners to perceive concept referent either by actual contact or by vicarious experience. ___Yes ___No Referent was perceived by at least 2 senses: ___taste ___sight ___sound ___smell ___touch What materials were used to communicate the concept referent? 1. 2. 3. The teacher used at least two methods of non-verbal reinforcement to make learners aware of having discovered the concept referent. ___Yes ___No 1. 2. 3.			
IV. CONCEPTUALIZATION Teacher provided at least two conceptualization activities to cause students to recall, to interpret, and to organize their experience with the referent. ___Yes ___No			

CRITERIA LIST #2B

NON-ORAL CONCEPT LESSON
(continued)

	Excellent	Acceptable	Improvement Needed
What materials were used to communicate these experiences with the concept referent? 1. 2. 3. Teacher used at least 3 different positive reinforcers to make learners aware of having accomplished the concept activities. ___Yes ___No Examples of non-verbal reinforcers used: 1. 2. 3.			
V. APPLICATION Teacher provided at least one learning activity for learners to apply the concept in a new situation. ___Yes ___No Application activities used: 1. 2. 3. Materials used in the application activities: 1. 2. 3.			
VI. EVALUATION Teacher utilized formal/informal, non-oral post-assessment procedure. ___Yes ___No ___post-assessment had direct relationship to behavioral objective. ___provided for immediate feedback on students performance. ___at least 50% of the students achieved the performance stated in the objective.			

CRITERIA LIST #2B

NON-ORAL CONCEPT LESSON
(continued)

	Excellent	Acceptable	Improvement Needed
VII. PRESENTATION			
Teacher did not communicate orally. ___Yes ___No Teacher used at least two non-oral methods to communicate with students. ___Yes ___No Materials used: 1. 2. 3. Teacher used methods/materials which actively involved the students. ___Yes ___No ___students performed tasks. ___students were encouraged to converse with one another. ___other: Teacher chose learning activities which: ___were well-planned. ___closely followed the learning sequence. ___exhibited variety.			

QUESTIONING #2C

NOTE TO EVALUATOR: It is suggested that one become familiar with defintions of the question levels before using the Observation Tally.

DEFINITIONS:

RECALL: knowledge level, cognitive memory, bringing to mind specific information.

CONVERGENT: lowest level of understanding, ability to grasp thought; reasoning is predictable as it depends upon reordering a communication.

DIVERGENT: creative, not empirical; abstractions are used in a sense to generalize thought to new concrete situations.

VALUE: A) evaluation-judgement about quality, assessment on basis of criteria.
B) affectivity opinion, attitude, feelings, beliefs, no demonstration of knowledge or skill.

PROBING: calling upon the same individual to extend clarify or justify initial response; develop pupil ideas.

REDIRECTING: calling upon other individuals to respond to the same question or to peer responses.

ABORTIVE: no response due to lack of understanding of the question or the material it seeks to explore.

MISC.: routine procedural questions, on management or classroom organization, interruptions, unanticipated occurrences.

YES-NO QUESTIONS: answered with a simple yes or no.

AMBIGUOUS: lacks adequate critieria from which meaningful response may be generated.

LEADING QUESTIONS: "spoon feed" answers, too many guidelines.

MULTIPLE QUESTIONS: repetitious questions or asking more than one question while attempting to ask one.

CHORUS QUESTIONS: directed to entire class response.

QUESTIONING
OBSERVATION TALLY

Trainee: Subject: Date:

Evaluator: Lesson: Time:

OBJECTIVE:
(objective will have been check to list #1)

	(if desired) SUB-TOTALS	TOTALS
1. Recall		(1)_____
2. Convergent	_____	
3. Divergent	_____	
4. Value evaluation affectivity	_____	(2-4)_____
5. Probing	_____	
6. Redirecting	_____	(5-6)_____
		(2-6)_____
7. Abortive	_____	
8. Misc.	_____	(7-8)_____
9. Yes-No Questions	_____	
10. Ambiguous Questions	_____	
11. Leading Questions	_____	
12. Multiple Questions	_____	
13. Chorus Questions	_____	(9-13)_____
14. Student Questions		(14)_____

NUMBERS (7-8)_____ Asks few:
Abortive-Misc. questions (7-8) ___Yes ___No

(5-6)_____ Asks many:
Questions which probe and develop student ideas (5-6)
___Yes ___No

(2-4)_____ Questions which are open-ended (convergent, divergent, value clarifying) (2-4) ___Yes ___No

RATIO _____ (2-4) to (1) at least 2:1

_____ (1-6 and 14) to (7-13) at least 5:1

CHECKLIST #3A

DIVERGENT (EXPANDED) INQUIRY

	Excellent	Acceptable	Improvement Needed
PLANNING			
1. The lesson and the process of inquiry were planned (as much as could be predicted) and written in advance.			
IMPLEMENTATION			
2. The springboard (or discrepant event) was introduced in a creative, motivating way.			
3. The teacher's questions were open-ended. Teacher did not seek closure.			
4. The teacher paused (approximately 4 seconds) after each question to allow pupils time to think.			
5. The teacher maintained a non-evaluative atmosphere (neither praising nor criticizing) encouraging pupils to inquire.			
6. The teacher encouraged investigation of values.			
EVALUATION			
7. A follow-up analysis was conducted during which the teacher helped students to understand how they learned through inquiry.			
8. The majority of the time was spent in student talk rather than teacher talk.			
9. At least two thirds of the students participated either during inquiry or the follow-up analysis.			

CRITERION CHECKLIST #3B

SIMULATION

	Excellent	Acceptable	Improvement Needed
PLANNING			
1. Objectives to be achieved by the simulation are identified.			
2. The simulation presents a conflict of interests providing some degree of competition among individuals and/or teams.			
3. The simulation design is simple enough to be understood, yet accomodates the objectives.			
IMPLEMENTATION			
4. Pupils were made aware of specific goals to be achieved.			
5. Rules and limits were defined, or arrived at through norm setting or a class meeting (teacher-pupil planning).			
6. Appropriate materials, realia were utilized to make the simulation more like reality.			
7. Pupils were given alternatives and had some degree of control over the events.			
8. Pupils, as individuals or by groups, were encouraged to make decisions.			
9. Pupils received immediate feedback, i.e. the consequences of their decisions were quickly understood by them.			
EVALUATION			
10. At least 75% of the pupils assumed active roles in contrast with passive traditional learning.			
11. The amount of time taken was reasonable to complete the simulation activities.			
12. At least 50% of the pupils achieved stated objectives.			

CHECKLIST #1B

PROUD WHIP

Values Clarification Strategy

INTRODUCTION: As with all values clarification strategies, the Proud Whip is to enable pupils to personally explore their values in a non-evaluative atmosphere without having to defend them unless they so choose. The strategy employs a motivating question followed by a "whip" response whereby pupils call out their answers rapidly until all, or nearly all, have responded. The response time occurs after adequate "think" time, and allows for no comments until the whip is completed. Time is then permitted for those who wish to comment, but none are required to do so. Children should be made aware that values differ, and that "right" and "wrong" or "good" or "bad" do not apply.

	Excellent	Acceptable	Improvement Needed
1. The motivating question was appropriate to pupils' interests, age level. (e.g. "Name the person you would most like to be like," would be more appropriate to primary pupils than "Name one goal that you are seeking in life.")			
2. Terms in the motivating question are defined by pupils.			
3. Procedures clearly defined.			
4. Ample time provided for pupils to explore personal values before response called for.			
5. Nonevaluative atmosphere maintained throughout (i.e., all responses accepted)			
6. "Whip" strategy well executed (i.e., Following necessary time for pupils to think, responses were elicited rapidly).			
POST-ANALYSIS SESSION 7. Opportunity provided for those who wish to speak, unimpeded.			
8. Pupils were not encouraged to defend or to speak, only permitted to do so.			
9. Attention was given to responses being only "different," rather than "right" or "wrong".			

CHECKLIST #1C

VOTING LIST

Values Clarification Strategy

INTRODUCTION: As with all values clarification strategies, the voting list is to enable pupils to personally explore their values in a non-evaluative atmosphere without having to defend them unless they so choose. The strategy employs a brief list of questions dealing with value-rich areas upon which pupils vote, usually by a hand signal, affirmatively or negatively. The vote is a forced choice, with no neutral alternative. Each vote is taken by pupils simultaneously on a given signal, after adequate "think" time. Comments are disallowed until voting on all questions is completed. Time is then permitted for those who wish to comment, but none are required to do so. Children should be made aware that because values differ, they are neither "right" nor "wrong."

	Excellent	Acceptable	Improvement Needed
1. Voting questions are appropriate to pupils interests, age level.			
2. Number of questions limited (not more than five).			
3. Procedures, purposes clearly defined.			
4. Terms in voting questions defined by pupils.			
5. Ample time provided for pupils to explore personal values before response called for.			
6. Nonevaluative atmosphere maintained throughout.			
POST-ANALYSIS SESSION 7. Opportunity provided for those who wish to speak, unimpeded.			
8. Pupils not encouraged, only permitted, to defend or speak.			
9. Attention given to responses being only "different" rather than "right" or "wrong."			

RANK ORDER #2D

Values Clarification Strategies

INTRODUCTION: The purpose of rank order is to provide opportunity for pupils to select an order of preference among sets of three choices, enabling them to test their values and to note differences in the choices of others.

	Excellent	Acceptable	Improvement Needed
1. Choices appropriate to pupils' interests, age level.			
2. Number of rank orders limited (not more than 5.)			
3. Purposes, procedures clearly stated.			
4. Terms used are defined by pupils.			
5. Both positive (e.g. rich, happy, smart) and negative (e.g. can't see, can't hear, can't speak) rank orders are used.			
6. Ample time permitted for pupils to think before responding.			
7. Non-evaluative atmosphere maintained throughout.			
POST-ANALYSIS SESSION 8. Opportunity provided for those who wish to speak, unimpeded.			
9. Pupils not encouraged, only permitted, to defend or speak.			
10. Attention given to responses being only different rather than "right" or "wrong."			

CONTINUUMS #2E

Values Clarification Strategies

INTRODUCTION: The values continuum places conflicting points of view at either end of a numbered scale (e.g.: HOT ——— COLD) and pupils rate their feelings by selecting a number or a point on the scale. They then are enabled to test their values and to note differences in the values of others.

	Excellent	Acceptable	Improvement Needed
1. Continuum topics were appropriate to pupils' interest and age level.			
2. Terms used were defined by pupils.			
3. Purposes and procedures were clearly stated.			
4. Continuum topic controversial, with choices clearly at opposite ends.			
5. Non-evaluative atmosphere maintained throughout.			
6. Pupils given ample time to select and mark their response.			
7. Pupils given Pass option on response and/or explanation.			
POST-ANALYSIS 8. Opportunity provided for those who wish to speak, unimpeded.			
9. Pupils were not encouraged to defend or to speak, only permitted to do so.			
10. Attention was given to responses being only different rather than "right" or "wrong."			

CRITERION CHECKLIST #3C

VALUES SHEET

The Values Sheet (or values discussion w[illegible] used with primary children) consists of an attention-getter or "top" (e.g. cartoon, poem, quotation, etc.) followed by a series of questions designed to channel the pupils' thinking toward the issue, moving from a more general, detached position to a specific, personal reaction.

	Excellent	Acceptable	Improvement Needed
1. The top is provocative, encourages interest and thought.			
2. Questions are easily understood, and few in number (usually 4 to 6).			
3. Questions are not limiting, i.e. suggest a particular "correct" answer.			
4. Questions are designed to examine alternatives and consequences.			
5. The latter questions are personal; that is, "you" and "your" questions which could cause thinking which would produce behavior changes.			
POST ANALYSIS SESSION 6. Pupils are invited, but not required to speak about their thoughts.			
7. A non-evaluative atmosphere is maintained.			
8. Differences in values are pointed out with no moral judgment as to correctness.			

CHECKLIST #4A

TOKEN SYSTEM

INTRODUCTION: The token system is a behavior management technique which pairs some form of tangible reward with a positive social reinforcer (i.e. smile, praise statement, etc.). As the rate of appropriate behavior increases, the tangible reinforcer or token is phased out, replaced by the social reinforcement alone. The reward is determined by the pupil or, if done with more than one pupil, the group. It may be a point system designed to allow individuals to earn free time or other privileges.

As the pupil's dependence on the tangible reward is diminished, he learns to manage his own behavior.

	Excellent	Acceptable	Improvement Needed
1. The token system is planned to change the behavior of at least one pupil.			
2. The plan specified at least one behavior to be increased or decreased.			
3. The plan stated a counting and recording system for increasing or decreasing the specified behavior before (baseline), during, and after application of the behavior change strategy.			
4. The system for administering tokens is easily maintained.			
5. The pupil(s) made aware of the terms of the contract, or how he earns tokens.			
6. The token rewards are in the form of additional learning activities.			
7. The teacher gradually requires more production for the same reward.			
8. The teacher rewards intermittently.			
9. The teacher extinguishes the token reward leading pupils to perform for intrinsic value of the task.			
10. The teacher paired the administering of tokens with social reinforcers throughout.			
11. The behavior (if increased) doubled, or (if decreased) reduced to half of original baseline data.			

Media Checklist for ___Overhead Transparency or ___Bulletin Board
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing, or written message not readable by most distant student.			
2. One or more students' view of the message is obstructed.			
3. Extraneous light not controlled to prevent fading of the message (transparency only).			
4. So much detail used in the visual that a student could be confused.			
5. Another available medium be more appropriate.			
6. Inadequate operation of the equipment interferes with the reception of the message.			
7. The content of the medium is not appropriate for the objective.			
8. The content of the medium is not appropriate for the entering behavior of the pupil.			

Media Checklist for ___Linear or ___Branching Program
(check one)

	Excellent	Acceptable	Improvement Needed
1. Photographic, drawing or written message not readable by the pupil.			
2. Too much visual detail causes pupil to be confused.			
3. Extraneous light not controlled to prevent fading of the visual message (if machine used).			
4. Directions to the students regarding the individual use of the program are not adequate.			
5. Feedback to the pupil from the program is not adequate.			
6. Another available medium would be more appropriate.			
7. Inadequate operation of the equipment interferes with the instructional messages (if machine used).			
8. The content of the program is not appropriate for the objective.			
9. The content of the program is not appropriate to the entering behavior of the pupils.			

Media Checklist for Audiotape

	Excellent	Acceptable	Improvement Needed
1. Aural message not distinct.			
2. Recorded background noise interferes with message.			
3. Classroom background noise interferes with message.			
4. Inadequate operation of audio equipment interferes.			
5. Other available media would be more appropriate.			
6. The content of the medium is not appropriate for the objectives.			
7. The content of the medium is not appropriate for the entering behaviors of the pupils.			

Media Checklist for Slide-Tape

	Excellent	Acceptable	Improvement Needed
1. Aural message not distinct.			
2. Recorded background noise interferes with message.			
3. Classroom background noise interferes with message.			
4. Inadequate operation of audio equipment interferes.			
5. Extraneous light not controlled to prevent fading of the message.			
6. So much detail used in visuals that a student could be confused.			
7. Another available medium be more appropriate.			
8. Inadequate operation of the equipment interferes with the reception of the message.			
9. The content of the medium is not appropriate for the objective.			
10. The content of the medium is not appropriate for the entering behavior of the pupil.			

STUDENT TEACHERS' MEDIA GUIDE

To assist in selecting appropriate media for learning activities, read each of the questions below, and for each question that is relevant to your objective(s), pupils, or instructional strategy, you will find several Potential Media on the right of the respective question. The lists below obviously do not exhaust all questions of Media.

Media Related Questions	Potential Media
1. For a pupil to meet your objective, is it important that an oral verbal stimulus be repeated several times?	Cassette audiotape Reel-to-reel audiotape Disk recording Teacher repeating
2. Is it important that a written verbal stimulus be repeated several times?	Opaque projection Overhead projection Transparency
3. Is it important that a non-verbal or visual stimulus be repeated for the pupil(s) several times?	Transparency Slide Videotape 8mm motion picture
4. Is it important for a pupil to analyze his own, or his classmates' oral verbal behavior?	Cassette audiotape Reel-to-reel audiotape Pupil retreats
5. Is it important for a pupil to analyze his own, or his classmates' written verbal behavior?	Thermofax transparency Opaque projection Thermofax ditto Chalkboard
6. Is it important for a pupil to analyze his own, or his classmates' non-verbal behavior?	Videotape 8mm motion picture Pupil repeats Role playing
7. For a student to meet your objective is it deemed important that the student interact with other students?	Simulations Simulation Games Games Role Playing
8. It is important that a visual stimulus (verbal or non-verbal) be available for continued referral by students?	Chalkboard Duplicated materials Bulletin board display

Media Related Questions	Potential Media
9. Is group pacing necessary for meeting one or more of your objective(s)?	Models or mockups 16mm motion picture Overhead transparency Slides Filmstrips Television Teacher lecturing
10. Is Individual or self-pacing important for one or more of your students, in meeting your objective(s)?	Programmed instruction Workbooks Slide/tape program 8mm concept film Models Realia Graphs Charts Diagrams Filmstrips Cartoons
11. To meet your objective(s), is it important for pupils to manipulate real objects or model objects?	Models Real objects Globes Puppets Specimens Flannel or magnetic boards Construction materials
12. To meet your objective, should any of the visual or aural instructional stimuli be of high fidelity?	Stereo disks 16mm films Flat pictures Paintings Realia
13. Are periodic or continuous interest maintenance techniques required for any of the pupils learning your objective?	Display materials Simulation games Games/puzzles Motion pictures Posters Cartoons Behavioral Modification techniques
14. Is it important to abstract or summarize data in order to facilitate pupil learning of your objectives?	Graphs Charts Diagrams Computer assisted management Transparency
15. Is a motivational springboard necessary?	16mm motion picture Transparency Slide(s) Realia Flat picture Disk Audiotape Duplicated materials

TOTAL PROGRESS CHECKLIST

Note: To be used jointly by the Facilitator and Cooperating Teacher as a final evaluation along with the Student Teaching Evaluation Form normally used.

Student Teacher _____ School _____

	Excellent	Acceptable	Improvement Needed
A. DESIGN OF TEACHING MODULES	///////	///////	///////
1. Rationale with goal statements.			
2. Behavioral Objectives.			
3. Concept Statements.			
4. Preassessment.			
5. Post-Evaluation.			
6. Quest Opportunities.			
7. Measureable Affective Indicators.			
B. TEACHING STRATEGIES	///////	///////	///////
1. Convergent Inquiry (1A)			
2. Concept Lesson (2A)			
3. Non-Oral Concept Lesson (2B)			
4. Questioning Strategies (2C)			
5. Divergent Inquiry (3A)			
6. Simulation (3B)			

TOTAL PROGRESS CHECKLIST
(continued)

	Excellent	Acceptable	Improvement Needed
C. VALUES CLARIFICATION STRATEGIES	///////	///////	///////
1. Proud Whip (1B)			
2. Voting List (1C)			
3. Rank Order (2D)			
4. Continuum (2E)			
5. Values Sheet (3C)			
D. MATERIALS SELECTION AND/OR DEVELOPMENT	///////	///////	///////
1. Bulletin Board.			
2. Overhead Transparency.			
3. Linear Program.			
4. Audio-tape.			
5. Branching Program.			
6. Slide-tape			
E. MANAGEMENT STRATEGIES	///////	///////	///////
1. Norm setting-Class Meeting (1D)			
2. Positive Reinforcement (2F)			
3. Positive Reinforcement and Ignoring and Avoiding Criticism (3D)			
4. Token System (4A)			

Cooperating Teacher_____

University Facilitator_____

Module 2

I. Department/Context: Elementary Education/Instructional Organization

II. Subject: Field Experience

III. Title: Student Teaching: Gaining Acceptance and Respect as a Member in a Multiunit School

IV. Prerequisite: Professional Teaching Sequence 320, 324, 328 and 340

V. Rationale:

Successful demonstration of competencies in a laboratory situation, does not provide total evidence of an undergraduate's ability to function in a situation in which the variables cannot be controlled, although it is important that the undergraduate demonstrate these attributes in a school setting. It would seem that successful achievement of these terminal objectives would in a sense be the gestalt of teacher education.

Terminal Objective

Can Gain Acceptance as a Functioning Team Member

Enabling Objectives

1. ideas presented in goal setting, design, grouping and scheduling, and situational meetings are accepted by team members.
2. input is sought and used by team members.
3. student teacher is able to accept teaching responsibility as a full functioning member of an instructional team.

Terminal Objective

Can Establish a Trust Relationship with Children

Enabling Objectives

1. listens to children.
2. accepts ideas of children.
3. models the social behaviors which are expected of the children.
4. perceived as someone who wants to help children.

Module 2
(continued)

Terminal Objective

Can Assume Responsibilities Without Formal Direction

Enabling Objectives

1. attempts to resolve problem on his own initiative

2. initiates strategies or locates resources to improve learning environment.

Terminal Objective

Can Establish a Cooperative Working Relationship with Non-Teaching Staff

Enabling Objectives

1. communicates respect for the responsibilities of custodian and secretarial staff.

2. demonstrates an awareness of the committments of custodian and secretarial staff.

CHECKLIST

Module 2

	Excellent	Acceptable	Improvement Needed
GAINING ACCEPTANCE AS A TEAM MEMBER			
1. Ideas presented in unit meetings are accepted by team members.			
2. Input is sought and used by team members.			
3. Is able to accept teaching responsibility independently as a full functioning member of the instructional team.			
ESTABLISHING TRUST RELATIONSHIP WITH CHILDREN			
1. Listens to children.			
2. Accepts ideas of children.			
3. Models the social behaviors which are expected of the children.			
4. Is perceived as someone who wants to help children.			
ASSUMING RESPONSIBILITIES WITHOUT FORMAL DIRECTION			
1. Uses own initiative to solve problems.			
2. Initiates strategies or locates resources to improve learning environment.			
ESTABLISHING COOPERATIVE RELATIONSHIP WITH NON-TEACHING STAFF			
1. Communicates respect for responsibilities of custodian and secretarial staff.			
2. Demonstrates awareness of commitments of custodian and secretarial staff.			